

# **California State Board of Education November 2019 Agenda Item #04**

## **Subject**

Update on the Implementation of the Integrated Local, State, and Federal Accountability and Continuous Improvement System: Adoption of the English Learner Progress Indicator Status Methodology and Use of Status in Local Educational Agency and School Eligibility Assistance Determination and Update on the 2019 California School Dashboard.

## **Type of Action**

Action, Information

## **Summary of the Issue(s)**

This item provides a recommendation for adopting the English Learner Progress Indicator (ELPI) methodology for Status and the use of Status for local educational agency (LEA) and school eligibility assistance determinations using the "Very Low" Status. The item also includes an update on the 2019 California School Dashboard (Dashboard).

## **Recommendation**

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve: (1) the methodology and cut scores for ELPI Status by splitting levels 2 and 3 of the English Learner Proficiency Assessments for California (ELPAC) Summative Assessment thereby creating six ELPI levels based on the ELPAC, and (2) use the "Very Low" Status to determine LEA and school eligibility for support.

## **Brief History of Key Issues**

At its July 2018 meeting, the SBE adopted the three-year plan for the ELPI. As part of this three-year plan, ELPI Status is to be reported using two years of ELPAC Summative Assessment results on the 2019 Dashboard. At its November 2018 meeting, the SBE approved the use of the ELPI Status for 2019 Local Control Funding Formula (LCFF) differentiated assistance and Every Student Succeeds Act (ESSA) school assistance determinations. At the September 2019 SBE meeting, the CDE provided the SBE with an update on the progress of the ELPI Status and methodology considerations. The CDE worked with various stakeholder groups, including the ELPI Workgroup, the Technical Design Group (TDG), and others to further refine the ELPI Status methodology. The proposed ELPI Status methodology and use of Status for LEA and school assistance determinations are presented in Attachment 1. Attachments 2 and 3 provide updates on the ongoing support for the Dashboard.

## **Summary of Previous State Board of Education Discussion and Action**

### **English Learner Progress Indicator Methodology Considerations**

In September 2016, the SBE adopted the methodology for the ELPI using the results of the California English Language Development Test  
(<https://www.cde.ca.gov/be/ag/ag/yr16/documents/sep16item01.doc>).

In July 2018, the SBE adopted the CDE's recommendation for the ELPI three year plan  
(<https://www.cde.ca.gov/be/ag/ag/yr18/documents/jul18item01.docx>).

In November, 2018, the SBE approved the use of the ELPI Status for 2019 Local Control Funding Formula differentiated assistance and Every Student Succeeds Act (ESSA) school assistance eligibility determinations  
(<https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item04.docx>).

In August 2019, the CDE provided the SBE with an Information Memorandum on the inclusion of ELs in the Academic Indicator, availability of At-Risk and Long-Term English Learner Reports in DataQuest, and the incorporation of the ELPI Status into school and LEA assistance eligibility determinations. (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-aug19item02.docx>)

In September 2019, the CDE updated the SBE on the progress and status of developing the ELPI Status methodology for the 2019 Dashboard  
(<https://www.cde.ca.gov/be/ag/ag/yr19/documents/sep19item01.docx>)

## **Fiscal Analysis (as appropriate)**

The 2019–20 state budget funds the Proposition 98 Minimum Guarantee at \$81.1 billion. This reflects state funding of \$55.9 billion and local funding of \$25.2 billion, accounting for \$11,993 in transitional kindergarten through grade twelve per-pupil funding. Additionally, the state budget provided \$350,000 in one-time Proposition 98 General Funds to begin development of a single sign-on portal and data integration for the Dashboard, the Local Control and Accountability Plan electronic template, and other school site and school district reporting tools (including the School Accountability Report Card).

## **Attachment(s)**

Attachment 1: ELPI Status Methodology and Use of Status for Eligibility Assistance Determinations (14 Pages)

Attachment 2: California School Dashboard Week (1 Page)

Attachment 3: California School Dashboard Educational Outreach Activities (5 Pages)

# Attachment 1: English Learner Progress Indicator Status Methodology and Use of Status for Eligibility Assistance Determinations

## Background

The English Learner Progress Indicator (ELPI) is different from other measures included in the California School Dashboard (Dashboard), because it is the only indicator required under the federal Every Student Succeeds Act (ESSA) to measure **progress towards proficiency** rather than the end goal of proficiency itself. This means that two years of data are required to determine Status on this indicator and three years of data are required to determine a color (Status and Change). The State Board of Education (SBE) adopted the original methodology for the ELPI at their September 2016 meeting. As a result, ELPI Status measures English learner (EL) student growth toward English Language Proficiency (ELP) and ELPI Change measures the year-to-year change in the rate that local educational agencies (LEAs) and schools move EL students toward ELP.

The 2017 Dashboard reported on ELPI Status, Change, and overall performance color using multiple years of California English Language Development Test (CELDT) data. In 2017–18, California transitioned to a new ELP assessment, English Language Proficiency Assessments for California (ELPAC). The ELPAC is substantially different from the CELDT, because the ELPAC is aligned to the 2012 California English Language Development Standards. An additional difference between the assessments lies in the fact that CELDT was administered in the fall and ELPAC is administered in the spring which means the measurement of student progress is not the same due to the timing of these two tests in relation to the student's coursework. For these reasons, the CELDT results and the ELPAC results are not comparable. The creation of the ELPI Status requires an initial two years of ELPAC Summative Assessment results to measure EL students progressing towards proficiency. The creation of ELPI Change requires at least three years of data to measure the year-to-year change in the rate LEAs and schools move EL students toward ELP.

To facilitate this transition, the SBE at their July 2018 meeting adopted the following three-year plan for onboarding the ELPI onto the Dashboard using the new assessments:

- **2018 Dashboard:** Report for information purposes on the percentage of EL students at each of the four ELPAC performance levels.
- **2019 Dashboard:** Report ELPI Status using two years of ELPAC Summative Assessment results from the spring 2018 and spring 2019 test administrations.

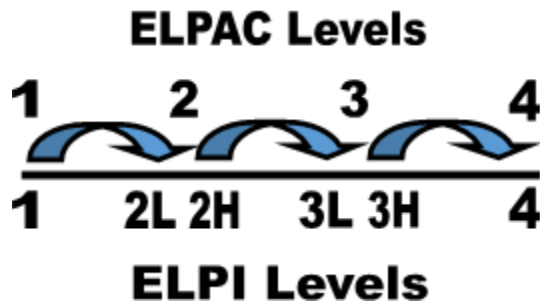
- **2020 Dashboard:** Report ELPI Status and Change (color) using three years of ELPAC Summative Assessment results from the spring 2018, spring 2019, and spring 2020 test administrations.

### **Proposed Splitting of ELPAC Performance Levels for Accountability Purposes**

Similar to the prior methodology used to create the original ELPI for the 2017 Dashboard, the California Department of Education (CDE) recommends splitting the ELPAC Summative Assessment Overall Performance Levels. This allows the ELPI to reflect the average growth trajectory of ELs toward proficiency cited in prior research (See Hakuta, Kenji, et al., 2000: "How Long Does It Take English Learners to Attain Proficiency?" and Halle, Tamara, et al., 2013: "Predictors and Outcomes of Early vs. Later English Language Proficiency Among English Language Learners"). Additionally, this will allow enough ELPI levels to be created to allow for EL progress to Overall Performance Level 4 on the ELPAC Summative Assessment over a period of five to seven years. The splitting of ELPAC into six ELPI levels reflects an expected trajectory of an EL reaching ELP in five years. Note: If an EL student initially takes the ELPAC Summative Assessment and their results are in Low Level 3, the expectation is that the student should reach proficiency sooner than five years

The splitting of the four ELPAC performance levels results in six levels for the ELPI:

- 1) ELPI Level 1 (ELPAC Summative Assessment Level 1)
- 2) ELPI Level 2L (ELPAC Summative Assessment Low Level 2)
- 3) ELPI Level 2H (ELPAC Summative Assessment High Level 2)
- 4) ELPI Level 3L (ELPAC Summative Assessment Low Level 3)
- 5) ELPI Level 3H (ELPAC Summative Assessment High Level 3)
- 6) ELPI Level 4 (ELPAC Summative Assessment Level 4)

**Chart 1: Splitting the Four ELPAC Levels into Six ELPI Levels**

Splitting the ELPAC Summative Assessment Overall Performance Levels 2 and 3 for accountability purposes would allow for EL progression towards ELPAC Overall Performance Level 4 over a period of five to seven years for EL students who enter at Level 1 on the ELPAC.

Table 1 shows the results of data simulations splitting the ELPAC Performance Levels 2 and 3 levels exactly at the middle of the scale scores for each grade level. Table 1 shows the range of possible minimum and maximum scale scores, by grade level, for both the ELPI and the ELPAC level.

**Table 1: Scale Score Ranges for ELPI Levels 2L, 2H, 3L, and 3H by Grade Level**

<b>Grade(s)</b>	<b>2L Scale Score Range</b>	<b>2H Scale Score Range</b>	<b>3L Scale Score Range</b>	<b>3H Scale Score Range</b>
K	1374-1397	1398-1421	1422-1447	1448-1473
1	1411-1432	1433-1454	1455-1480	1481-1506
2	1424-1446	1447-1470	1471-1500	1501-1531
3	1448-1467	1468-1487	1488-1510	1511-1534
4	1459-1478	1479-1498	1499-1523	1524-1548
5	1467-1489	1490-1513	1514-1536	1537-1559
6	1475-1495	1496-1516	1517-1541	1542-1566
7	1481-1503	1504-1526	1527-1550	1551-1575
8	1486-1509	1510-1533	1534-1561	1562-1589
9-10	1493-1518	1519-1544	1545-1574	1575-1605
11-12	1500-1526	1527-1554	1555-1584	1585-1614

Tables 2 and 3 compare the distribution of EL students who have increased a level, maintained Level 4, maintained the lower levels, or decreased a level between the four ELPAC performance levels and the six ELPI levels.

**Table 2: Number and Percent of Students by ELPAC Summative Assessment Performance Levels Between 2018 and 2019**

ELPAC Level	2018 Level 1	2018 Level 2	2018 Level 3	2018 Level 4
2019 Level 1	79,476 (9.4%) *gray	25,931 (3.1%) *purple	3,300 (0.4%) *purple	423 (0.1%) *purple
2019 Level 2	44,908 (5.3%) *yellow	151,253 (17.9%) *gray	56,325 (6.7%) *purple	3,664 (0.4%) *purple
2019 Level 3	9,057 (1.1%) *yellow	116,696 (13.8%) *yellow	179,737 (21.3%) *gray	27,842 (3.3%) *purple
2019 Level 4	1,182 (0.1%) *yellow	16,241 (1.9%) *yellow	82,669 (9.8%) *yellow	44,919 (5.3%) *gray

**Table 3: Number and Percent of Students by ELPI Levels Between 2018 and 2019**

ELPI Level	2018 Level 1	2018 Level 2L	2018 Level 2H	2018 Level 3L	2018 Level 3H	2018 Level 4
2019 Level 1	79,476 (9.4%) *gray	18,113 (2.1%) *purple	7,818 (0.9%) *purple	2,550 (0.3%) *purple	750 (0.1%) *purple	423 (0.1%) *purple
2019 Level 2L	28,655 (3.4%) *Yellow	34,265 (4.1%) *gray	26,028 (3.1%) *purple	10,462 (1.2%) *purple	2,290 (0.3%) *purple	709 (0.1%) *purple
2019 Level 2H	16,253 (1.9%) *Yellow	37,928 (4.5%) *Yellow	53,032 (6.3%) *gray	34,259 (4.1%) *purple	9,314 (1.1%) *purple	2,955 (0.4%) *purple
2019 Level 3L	6,828 (0.8%) *Yellow	23,264 (2.8%) *Yellow	57,556 (6.8%) *Yellow	65,852 (7.8%) *gray	26,283 (3.1%) *purple	9,988 (1.2%) *purple
2019 Level 3H	2,229 (0.3%) *Yellow	7,586 (0.9%) *Yellow	28,290 (3.4%) *Yellow	54,179 (6.4%) *Yellow	33,423 (4.0%) *gray	17,854 (2.1%) *purple
2019 Level 4	1,182 (0.1%) *Yellow	3,149 (0.4%) *Yellow	13,092 (1.6%) *Yellow	39,557 (4.7%) *Yellow	43,112 (5.1%) *Yellow	44,919 (5.3%) *gray

\*Purple – means a student declined one or more levels between 2018 and 2019.

\*Gray – means a student maintained levels between 2018 and 2019.

\*Yellow – means a student increased one or more levels between 2018 and 2019.

Table 2 shows that students are highly concentrated in ELPAC levels 2 and 3 while Table 3 provides information about movement between the six ELPI levels. Switching from four ELPAC levels to six ELPI levels show significantly more movement between levels, in particular in making progress between levels. In both Tables 2 and 3, the

highlighted purple cells show a decrease in levels from 2018 to 2019, the gray cells show no change from year to year, and the yellow cells show an increase in levels from 2018 to 2019. This is more reflective of the reality that many EL students' progress towards English proficiency over the course of five to seven years. This methodology accounts for the fact that not all ELs enter California schools at the same proficiency level, and if a student enters the system at Level 3L or 3H, for instance, the expectation is that that student should reach proficiency sooner than five years. Additionally, the data simulations show that splitting ELPAC Levels 2 and 3 exactly in the middle of the scale scores for each grade level shows an even distribution of EL students in the six ELPI levels.

Table 4 provides the statewide number and percentage of ELs who have progressed at least one ELPAC level, maintained Level 4 on the ELPAC, maintained ELPAC Levels 1, 2, or 3, and decreased at least one ELPAC level by grade from kindergarten through grade twelve.

Table 5 provides the statewide number and percentage of ELs who have progressed at least one ELPI level, maintained Level 4 on the ELPI, maintained ELPI Levels 1, 2L, 2H, 3L, or 3H, and, and decreased at least one ELPI level by grade from kindergarten through grade twelve.



**Table 4: English Learner Performance Comparison Between 2018 and 2019 by Grade (in 2019), Based on the ELPAC Performance Levels**

<b>Grade in 2019</b>	<b>N Size</b>	<b>Number of ELs Increased One or More Levels or Maintained ELPAC Level 4</b>	<b>Percentage of ELs Increased One or More Levels or Maintained ELPAC Level 4</b>	<b>Number of ELs Maintain ELPAC Levels 1, 2, and 3</b>	<b>Percentage of ELs Maintain ELPAC Levels 1, 2, and 3</b>	<b>Number of ELs Decline One or More Levels</b>	<b>Percentage of ELs Decline One or More Levels</b>
1	118,271	30,202	25.5%	57,427	48.6%	30,642	25.9%
2	109,118	46,567	42.7%	53,352	48.9%	9,199	8.4%
3	93,601	24,888	26.6%	51,910	55.5%	16,803	18.0%
4	95,725	46,391	48.5%	43,462	45.4%	5,872	6.1%
5	84,656	38,547	45.5%	39,506	46.7%	6,603	7.8%
6	70,867	26,577	37.5%	34,044	48.0%	10,246	14.5%
7	64,204	25,084	39.1%	30,114	46.9%	9,006	14.0%
8	53,323	21,734	40.8%	25,220	47.3%	6,369	11.9%
9	44,927	14,644	32.6%	22,492	50.0%	7,791	17.3%
10	40,230	18,965	47.1%	17,841	44.4%	3,424	8.5%
11	36,489	10,711	29.4%	18,603	51.0%	7,175	19.7%
12	32,212	11,362	35.3%	16,495	51.2%	4,355	13.5%
9-10	85,157	33,609	39.5%	40,333	47.4%	11,215	13.2%
11-12	68,701	22,073	32.1%	35,098	51.1%	11,530	16.8%

**Table 5: English Learner Performance Comparison Between 2018 and 2019 by Grade (in 2019), Based on the ELPI Levels**

Grade in 2019	N Size	Number of ELs Increased One or More Levels or Maintained ELPI Level 4	Percentage of ELs Increased One or More Levels or Maintained ELPI Level 4	Number of ELs Maintain ELPI Levels 1, 2L, 2H, 3L, and 3H	Percentage of ELs Maintain ELPI Levels 1, 2L, 2H, 3L, and 3H	Number of ELs Decline One or More Levels	Percentage of ELs Decline One or More Levels
1	118,271	39,426	33.3%	35,847	30.3%	42,998	36.4%
2	109,118	61,593	56.4%	33,225	30.4%	14,300	13.1%
3	93,601	34,888	37.3%	33,563	35.9%	25,150	26.9%
4	95,725	59,527	62.2%	26,868	28.1%	9,330	9.7%
5	84,656	49,535	58.5%	24,865	29.4%	10,256	12.1%
6	70,867	33,944	47.9%	22,076	31.2%	14,847	21.0%
7	64,204	32,016	49.9%	19,407	30.2%	12,781	19.9%
8	53,323	27,368	51.3%	16,606	31.1%	9,349	17.5%
9	44,927	18,614	41.4%	15,432	34.3%	10,881	24.2%
10	40,230	22,934	57.0%	12,584	31.3%	4,712	11.7%
11	36,489	13,559	37.2%	13,498	37.0%	9,432	25.8%
12	32,212	14,375	44.6%	12,077	37.5%	5,760	17.9%
9-10	85,157	41,548	48.8%	28,016	32.9%	15,593	18.3%
11-12	68,701	27,934	40.7%	25,575	37.2%	15,192	22.1%

Tables 4 and 5 illustrate that while progress in the ELPAC and ELPI levels varies somewhat across grades, in particular the percentage of EL students progressing at least one level or maintaining Level 4 in kindergarten and grade twelve, there is little variation in progress across grades. Overall when examining ELPI Levels versus ELPAC Levels, a higher proportion of students are afforded an opportunity to progress at least one level when using the ELPI levels.

### *Stakeholder Feedback on Splitting of ELPAC Performance Levels for Accountability Purposes*

This information was presented to ELPI Workgroup and the Technical Design Group (TDG) to solicit feedback. The CDE received support from both groups for the recommended methodology for splitting the ELPAC levels for accountability purposes. Additionally, the CDE presented this methodology to the Bilingual Coordinators Network (BCN), the LCFF and ESSA Stakeholder Groups, State and Federal Program Directors, and the California Practitioners Advisory Group (CPAG) who also provided feedback on the proposed methodology.

### **Proposed Status Cut Scores**

The 2018 ELPAC Summative Assessment results demonstrate that as a student's grade level increases, the percent of students in overall proficiency Level 1 increases, in particular in grades nine through twelve. As such, at the September 2019 SBE meeting, the CDE agreed to conduct data simulations to see if ELPI Status cut scores by grade span, for grades one through eighth and grades nine through twelve separately, would be necessary.

Table 6 shows the results of the distributions based on LEAs statewide and LEAs by LEA type (i.e., Elementary/Unified LEAs and High School LEAs). These distributions were based on county office of education, district, and all charter school data. The CDE ran data simulations examining possible differences between Elementary/Unified LEAs and High School LEAs to see if different cut scores should be set for the ELPI cut score distribution by LEA type.

**Table 6: Statewide LEA and LEA Type Cut Score Distribution**

<b>ELPI Status Level</b>	<b>Number of LEAs</b>	<b>Percent of LEAs</b>	<b>Number of Elementary and Unified LEAs</b>	<b>Percent of Elementary and Unified LEAs</b>	<b>Number of High School LEAs</b>	<b>Percent of High School LEAs</b>
Very Low	118	9.1%	93	8.3%	25	13.8%
Low	308	23.7%	265	23.7%	43	23.8%
Medium	543	41.7%	481	42.9%	62	34.3%
High	247	19.0%	211	18.8%	36	19.9%
Very High	85	6.5%	70	6.3%	15	8.3%

Table 6 illustrates that there are not significant differences in the distribution of LEAs in the five Status categories based on LEA type.

Table 7 illustrates the five Status levels for ELPI based on cut scores for LEAs.

**Table 7: Recommended Cut Scores by Status Level**

<b>Status Level</b>	<b>Cut Score Rate</b>
Very Low	ELPI Status rate is less than 35.0%
Low	ELPI Status rate is 35.0% to less than 45.0%
Medium	ELPI Status rate is 45.0% to less than 55.0%
High	ELPI Status rate is 55.0% to less than 65%
Very High	ELPI Status rate is greater than 65%

Applying these proposed cut scores, Table 8 shows the distribution for ELPI Status Rates.

**Table 8: LEA Status Distribution**

<b>Percentile</b>	<b>Status Rate</b>	<b>Status Level</b>
5	31.1	Very Low
9.1	34.9	Very Low
10	35.5	Low
15	38.6	Low
20	41.1	Low
25	42.8	Low
30	44.1	Low
32.7	44.9	Low
35	45.5	Medium
40	46.9	Medium
45	48.0	Medium
50	49.0	Medium
55	50.1	Medium
60	51.3	Medium
65	52.6	Medium
70	53.8	Medium
74.5	54.9	Medium
75	55.1	High
80	56.8	High
85	59.1	High
90	62.1	High
93.5	64.8	High
95	67.3	Very High

Table 8 illustrates that the Status Rate of “Very Low” corresponds with the lowest percentile results for LEAs, while the Status Rate of “Very High” corresponds with the

highest percentile results for LEAs, and the “Low”, “Medium”, and “High” results reflect the distribution of percentiles in between.

Applying these ELPI Status cut scores, Table 9 displays the number and percentage of LEAs at each Status level and Table 10 provides the number and percentages of schools at each Status level. Using these cut scores, we find that this distribution represents an even distribution of LEAs in the different Status Levels.

**Table 9: LEA ELPI Status Distribution (Includes Charter Schools)**

<b>Status Level</b>	<b>Number of LEAs</b>	<b>Percentage of LEAs</b>
Very Low	118	9.1%
Low	308	23.7%
Medium	543	41.7%
High	247	19.0%
Very High	85	6.5%

**Table 10: Schools ELPI Status Distribution (Includes Charter Schools)**

<b>Status Level</b>	<b>Number of Schools</b>	<b>Percentage of Schools</b>
Very Low	665	10.1%
Low	1,723	26.1%
Medium	2,317	35.1%
High	1,323	20.0%
Very High	576	8.7%

As shown in Tables 9 and 10, using these cut scores, we find that this distribution represents an even distribution of LEAs and schools in the different Status Levels.

### *Stakeholder Feedback on the Status Cut Scores*

This information was presented to ELPI Workgroup and the TDG to solicit feedback. The CDE received support from both groups for the recommended methodology for Status cut scores. Additionally, the CDE presented this methodology to the LCFF and ESSA Stakeholder Groups, State and Federal Program Directors, and the CPAG who also provided feedback on the proposed methodology.

### **Use of Status for Local Educational Agency and School Eligibility for Assistance Determinations**

In November 2018, the SBE approved the use of the ELPI Status for LCFF LEA differentiated assistance and ESSA school assistance determinations. For the 2019 Dashboard only, the CDE recommends using “Very Low” ELPI Status for LCFF LEA differentiated assistance and ESSA school assistance determinations. The CDE will provide an update at the November 2019 SBE meeting related to the resources under development to support the incorporation of the ELPI for assistance determinations to the field.

The following provides examples of how this will be incorporated for use in the 2019 Dashboard.

#### *LCFF Eligibility Criteria*

LEAs are eligible for LCFF differentiated assistance if they have at least one student group that meets the criteria in more than one priority area. Generally, a student group with a “Red” color on two state indicators meets the criteria. However, priority area 4 (Pupil Achievement) is an exception because this priority includes three state indicators, namely English Language Arts/Literacy (ELA), Mathematics (Math), and ELPI. LEAs may be identified for support based on:

- **State Indicators Only:** Requires that one or more student groups meet the criteria in at least two LCFF State Priority Areas.
- **Local Indicators Only:** Requires that at least two local indicators have a performance level of “Not Met For Two or More Years.”
- **A Combination of Local and State Indicators:** This is a combination of at least one student group meeting the criteria in one priority area and only one local indicator having a performance level of “Not Met For Two or More Years” in a different priority area.

In the Table 11 example, the EL student group at Crystal Unified School District met the criteria for LCFF differentiated assistance based on state or local indicators. Note that the ELPI only reports on the EL student group.

**Table 11: Crystal Union School District**

Student Groups	State Indicators	Priority Area
African American	(No Colors)	N/A
American Indian or Alaskan Native	(No Colors)	N/A
Asian	(No Colors)	N/A
English Learners	<b>Suspension (green), Graduation (orange), CCI (red), ELA (red), Math (red), ELPI Status - Very Low</b>	4, 8
Filipino	(No Colors)	N/A
Foster Youth	(No Colors)	N/A
Hispanic	<b>Suspension (green), Graduation (orange), CCI (green), ELA (orange), Math (red)</b>	4
Homeless	(No Colors)	N/A
Pacific Islander	(No Colors)	N/A
Socioeconomically Disadvantaged	<b>Chronic (red), Suspension (green)</b>	5
Students with Disabilities	<b>Suspension (green)</b>	N/A
Two or More Races	(No Colors)	N/A
White	<b>Suspension (green), Graduation (orange), CCI (orange), ELA (green), Math (green)</b>	N/A

Because Crystal Unified School District's EL student group received a "Very Low" ELPI Status and a "Red" on the ELA and Math indicators (Priority Area 4) and received a "Red" on the College/Career Indicator (Priority Area 8), this LEA is eligible for Differentiated Assistance under LCFF.

### *ESSA Eligibility Criteria*

For ESSA eligibility for assistance, schools can be eligible for support and improvement in the following categories, but only one category at a time:

- Comprehensive Support and Improvement (CSI) based on school level Dashboard data
- Targeted Support and Improvement based on two years of student group level Dashboard data, regardless of Title I status
- Additional Targeted Support and Improvement (ATSI) based on two years of

student group level Dashboard data, regardless of Title I status

Two groups of schools are eligible for CSI. The hierarchy is:

- All high schools (regardless of Title I status) with average graduation rates below 67 percent
- Lowest performing Title I schools

All Title I schools not eligible based on graduation rate can be eligible for CSI if one of the following criteria is met:

- Schools with all **Red** indicators (or ELPI Status of “Very Low”)
- Schools with all **Red** (or ELPI Status of “Very Low”) but one indicator of **any other color**
- Schools with five or more indicators where **majority** are **Red** (or ELPI Status of “Very Low”)
- Schools with all **Red** (or ELPI Status of “Very Low”) and **Orange** indicators

Note: The criteria for CSI eligibility shown above are based on current year school level indicator data and are applied in a hierarchy as the color combinations are not mutually exclusive.

The example in Table 12 shows how another Title I high school would be eligible for CSI using ELPI Status.

**Table 12: Quartz High School (Title I School)**

Dashboar d Year	State Indicator	Performance Level
2019	ELA	Orange
2019	Math	Red
2019	ELPI Status	Very Low
2019	Suspension	Red
2019	Graduation Rate	Green

Quartz High School (Title I school) is eligible for CSI because it met the “Five or more indicators where the majority are Red (or ELPI Status of “Very Low”)” criterion.

The example in Table 13 below shows how a different school becomes eligible for ATSI for the EL student group. Note that the ELPI only reports on the EL student group and that color combinations are not required to be the same for both years.



**Table 13: EL Student Group at Agate Middle School Eligible for ATSI Example**

State Indicators	2018 Dashboard	2019 Dashboard
ELA	Red	Orange
Mathematics	Red	Red
<b>ELPI Status</b>	n/a	<b>Very Low</b>
Chronic Absenteeism	Red	Orange
Suspension Rate	Green	Orange

Agate Middle School is eligible for ATSI because the EL student group met:

- All **Red** but one indicator of any other color criterion on the 2018 Dashboard; and
- All **Red** (or ELPI Status of “Very Low”) and **Orange** indicators criterion on the 2019 Dashboard.

*Stakeholder on Use of Status for Local Educational Agency and School Eligibility for Assistance Determinations*

In the spring of 2019, the CDE proposed to the ELPI Workgroup and the TDG the use of “Very Low” ELPI Status for eligibility assistance determinations. Both the ELPI Workgroup and the TDG supported CDE’s proposal. The CDE also presented this methodology to other stakeholder groups, including the BCN, ESSA and LCFF Stakeholders, and the CPAG and received positive feedback on this methodology. In addition, both the ELPI Workgroup and the TDG recommended that the CDE not assign a color to ELPI Status because it may cause confusion with educators and the public.

### **Recommendations**

The CDE recommends splitting of ELPAC levels 2 and 3, shown in Tables 1 and 3. In addition, the CDE recommends using statewide LEA distribution to set the Status cut scores and using the Status cut scores, as shown in Table 6.

Additionally, the CDE recommends that the “Very Low” Status on the ELPI be used for LEA and school eligibility for assistance determinations.

## Attachment 2:

# California School Dashboard Week

In September, the California Department of Education (CDE) and State Board of Education (SBE) launched a week-long awareness campaign for the California School Dashboard (Dashboard) beginning with a press release from the CDE

<https://www.cde.ca.gov/nr/ne/yr19/yr19rel61.asp>. Additional outreach was conducted via social media, including Twitter, #CADashboardWeek (<https://twitter.com/CDEdashboard>).

The goal of the campaign was to raise public awareness about the Dashboard and highlight themed resources each day including: the Dashboard mobile app, the California School Navigator (which is an interactive map of California that allows the public to visualize the performance of districts), language translations, equity reports, and videos. During Dashboard Week, the Dashboard was viewed by 16,100 users (and 9,500 new users), an increase of 26.8 percent from the previous week. Additionally, there were 214 downloads of the mobile app.

### Dashboard Week Highlighted Resources

Date	Topic	Resource Posted
September 16	Dashboard Basics	Video, "Let the Conversations Begin," received 1,896 views
September 17	Equity Reports	Introduction of a new flyer, "Exploring the Equity Reports" <a href="https://www.cde.ca.gov/ta/ac/cm/documents/exploreeqtyrpt2019.pdf">https://www.cde.ca.gov/ta/ac/cm/documents/exploreeqtyrpt2019.pdf</a>
September 18	Dashboard App	Information on how to access the Dashboard mobile app was posted. <a href="https://www.cde.ca.gov/re/mo/cadashboard.asp">https://www.cde.ca.gov/re/mo/cadashboard.asp</a>
September 19	Translations of Parent Resources	Focus on the "Translation tab" on the Dashboard Web page and a sample parent flyer translated into Spanish
September 20	Dashboard Quarterly Newsletter	The first issue of the California School Dashboard Newsletter was sent to the field, including, County and District Superintendents, Charter School Administrators, Dashboard Coordinators, Local Control Funding Formula Coordinators, and Comprehensive Support and Improvement Funding Contacts. <a href="https://www.cde.ca.gov/ta/ac/cm/documents/dashboardnewsletter2019.pdf">https://www.cde.ca.gov/ta/ac/cm/documents/dashboardnewsletter2019.pdf</a>
	California School Dashboard Navigator	The California School Dashboard Navigator was launched. <a href="https://www.arcgis.com/apps/opsdashboard/index.html#/c1ab918656a84316aeebf2629172266a">https://www.arcgis.com/apps/opsdashboard/index.html#/c1ab918656a84316aeebf2629172266a</a>

## • Attachment 3: California School Dashboard Educational Outreach Activities

• Table 1.  
California Department of Education Policy Work Group Meetings

• Date	• Title	• Estimated Number of Attendees	• Topics
• September 23, 2019	• Growth Model Stakeholder Meeting	• 15	<ul style="list-style-type: none"> <li>• Survey Results and Verbal Reflections</li> <li>• Common Misunderstandings about Growth</li> <li>• Prioritizing Actions and Behaviors</li> <li>• Collecting Stakeholder Insights</li> </ul>
• October 4, 2019	• Alternative Task Force Meeting	• 20	<ul style="list-style-type: none"> <li>• California School Dashboard Mobile App</li> <li>• Dashboard Week and Newsletter</li> <li>• Changes to the 2019 California School Dashboard (Dashboard)</li> <li>• Current Work <ul style="list-style-type: none"> <li>o Academic Indicator</li> <li>o Chronic Absenteeism</li> <li>o College/Career Indicator (CCI)</li> </ul> </li> </ul>
• October 17, 2019	• Technical Design Group Meeting	• 9	<ul style="list-style-type: none"> <li>• English Learner Progress Indicator (ELPI)</li> <li>• Student Growth Model Updates</li> <li>• Incorporation of Lowest Obtainable Scale Scores (LOSS) in Participation Rate Calculations for 2020 Dashboard</li> </ul>

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• **Table 2.**  
**In-person Meetings/Conferences**

• <b>Date</b>	• <b>Title</b>	• <b>Estimated Number of Attendees</b>	• <b>Topics</b>
• September 5, 2019	• Student Programs and Services Steering Committee Meeting	• 75	<ul style="list-style-type: none"> <li>• Dashboard Mobile App</li> <li>• 2019 Dashboard and Dashboard Alternative School Status (DASS) Schools: <ul style="list-style-type: none"> <li>o Graduation Rate</li> <li>o Academic Indicator</li> <li>o Participation Rate</li> </ul> </li> <li>• Special Education Monitoring</li> <li>• Eligibility Criteria for Differentiated Assistance for Charter Schools</li> </ul>
• September 13, 2019	• Every Student Succeeds Act Stakeholder Meeting	• 100	<ul style="list-style-type: none"> <li>• Update on the ELPI Indicator</li> <li>• Participation Rate Calculation for the 2020 Dashboard</li> </ul>
• September 13, 2109	• State and Federal Directors Meeting	• 125	<ul style="list-style-type: none"> <li>• Participation Rate <ul style="list-style-type: none"> <li>o Incorporation of Participation Rate into Academic Indicator</li> <li>o Current Methodology</li> <li>o Feedback from U.S. Department of Education</li> </ul> </li> <li>• New Methodology (beginning with 2020 Dashboard)</li> </ul>

• Date	• Title	• Estimated Number of Attendees	• Topics
• September 18, 2019	• California County Superintendents Education Services Meeting, Career Technical Education Subcommittee	• 40	• Collection of Two New Career Measures for the CCI in 2020–21: Internships and Student-Led Enterprise
• September 19, 2019	• Curriculum & Instruction Steering Committee	• 100	<ul style="list-style-type: none"> <li>• College-Going Rate Reports on DataQuest</li> <li>• Dashboard Mobile App</li> <li>• Changes to the 2019 Dashboard</li> </ul>
• September 19, 2019	• Regional Assessment Network	• 23	<ul style="list-style-type: none"> <li>• Incorporation of the Participation Rate into the Academic Indicator: Changes for 2020 Dashboard</li> <li>• SBE Actions at September 2019 Meeting <ul style="list-style-type: none"> <li>o Incorporation of the California Alternate Assessment results into the Academic Indicator</li> <li>o Modified cut scores for the Academic Indicator for schools with DASS</li> <li>o New “Low Graduation Rate” threshold for school eligibility for differentiated assistance</li> </ul> </li> </ul>
• September 20, 2019	• California Coalition of Early and Middle College Summit	• 75	• CCI: Dual Enrollment in California’s Accountability Model

• Date	• Title	• Estimated Number of Attendees	• Topics
• September 23, 2019	• Homeless Education Coordinators Meeting •	• 150	<ul style="list-style-type: none"> <li>• Overview of the Dashboard</li> <li>• Dashboard Performance Levels (Colors) State Indicators</li> <li>• The State Indicators</li> <li>• Methodology for Small Student Populations</li> <li>• Exploring the Dashboard</li> <li>• Dashboard Resources</li> </ul>
• October 14, 2019	<ul style="list-style-type: none"> <li>• Santa Clara County Office of Education Student Data Day:</li> <li>• What You Need to Know About the California School Dashboard and Additional Reports</li> <li>•</li> </ul>	• 95	<ul style="list-style-type: none"> <li>• Changes to the 2019 Dashboard</li> <li>• Upcoming Changes to the 2020 Dashboard</li> <li>• Impact of Data Quality on State Indicators</li> <li>• New Features of Additional Reports</li> </ul>
• October 16, 2019	• Local Control Funding Formula Stakeholder Group	• 8	• Update on the ELPI Indicator
• October 16, 2019	• California Assessment Conference: Using Data to Inform Student Group Progress	• 175	• Overview of the Dashboard and DataQuest reports on student group performance

• Date	• Title	• Estimated Number of Attendees	• Topics
• October 18, 2019	• State and Federal Directors Meeting	• 125	<ul style="list-style-type: none"> <li>• Rollout of the 2020 Dashboard Preview and Release</li> <li>• Results of Survey on Criteria for two additional career measures proposed for collection in 2020-21: Student Internships and Student-Led Enterprise</li> </ul>
• October 18, 2019	• Every Student Succeeds Act Stakeholder Meeting	• 104	<ul style="list-style-type: none"> <li>• Update on the ELPI Indicator</li> <li>• Rollout of the 2019 Dashboard</li> </ul>
• October 23, 2019	• California Partnership for Math and Science Education: Mathematics Community of Practice	• 150	<ul style="list-style-type: none"> <li>• Overview of changes to the 2019 Dashboard</li> <li>• Rollout of the 2019 Dashboard</li> </ul>
• October 24, 2019	• California Practitioners Advisory Group	• 15	<ul style="list-style-type: none"> <li>• Incorporation of LOSS in Participation Rate Calculations for 2020 Dashboard</li> <li>• New graduation rate goal</li> <li>• ELPI methodology and Use of Status for differentiated assistance determinations</li> </ul>

• **Table 3**  
**Webinars**

• <b>Date</b>	• <b>Title</b>	• <b>Estimated Number of Attendees</b>	• <b>Topics</b>
• September 20, 2019	• California School Dashboard Navigator Webinar	• 365	• Demonstration of the California School Dashboard Navigator, which maps all of the 2018 School Dashboard Indicator data

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